

Directions to the Teacher

I

A child should take two lessons every day, each lesson about ten minutes long if the child is under four years old. After he is four years old, the lessons may be from ten to fifteen minutes long.

II.

Never let a day pass without the lessons if you can possibly help it. This is important. It is like some muscular exercise that must be done every day. If the child is going on a trip, for instance, take the book along.

II

III

One page is a lesson. But if it comes hard to the child, let him stop at half a page. Or if he has read the page perfectly, and wants, of his own accord, to read one or two more, let him, but never let him go on till he gets tired of it.

IV

Do not let him look ahead, looking at the pictures and getting the freshness taken off the new lessons. Keep the unread pages closed with an elastic band.

V

There are a few words in the book that are to be

III

recognized at sight, without spelling. Each of these will be named as a sight word in the lesson where it is introduced.

All the rest are to be spelled, naming the letters.

VI

But do not require the child to spell by memory. Let him spell looking at each letter as you point to it. This is important. What we wish is to have him associate the look of each letter with its sound in the word, by seeing it and hearing its sound at

the same time. Later, when the book is reviewed, it is a good plan to have him spell by memory.

VII

As soon as he has caught the idea of the spelling of a word, let him do it faster, but always looking at the letters as he spells.

When he comes to where there are spelling columns of three or more words, let him practice in "running up and down the ladder" rapidly, spelling each word, then again pronouncing without spelling. Do it

yourself for him, and if there are two children, let them race each other. Make a sort of game of it.

VIII

But never allow mistakes to be made, else the error instead of the right spelling may linger in his memory. It must be a strict rule that he must not go faster than he can go without mistakes. If he does not know a word, always tell him; then make him practice it over.

IX

In the reading exercises,

VI

do not let him spell out words. If he cannot pronounce one at once, turn back to the spelling column. If he has much trouble with any word, use the blank pages to make some more sentences for extra practice in that word.

V

Practice him somewhat in reading the sentences smoothly; tell him to say it "as if you were talking" - and show him how. But do not press this enough to fret him, nor delay his work for it. smooth reading will come with practice.

In the blank pages, add from time to time lessons, using the words he knows, but with his own name, and a few names of persons and places around him, (to be recognized at sight, not by spelling.) This increases the interest very much.

XII

If he has already learned to know all the letters (in playing with blocks and so on) it is a great help. If not, do not try to teach them all at once. He must know a, c, and t before beginning Lesson I, - really know them, so that he can recognize them any where.

Then, before each new lesson, the letters used in the spelling of that lesson must be learned; it does not matter in words to be recognized at sight.

Lesson I



(spell)

cat

(Read)

a cat



a



a

cat

Lesson II

2.


Spell

cat

Read

a cat

a 

a 

a cat

a 

a 

a cat

a 

a 

a cat

Lesson III

Sightword

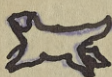
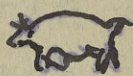
my

spell


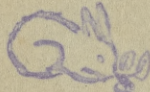
cat



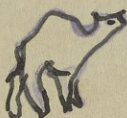

my cat

my my 

my cat

my my 

a cat

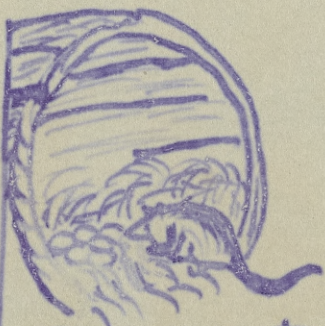
a my 

Lesson IV

Spell

rat

cat




a rat

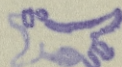


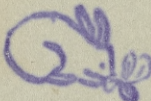
my cat

my cat

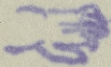
a rat

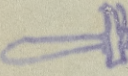
my 

a 

a 

a rat

my 

my 

Lesson V

Spell

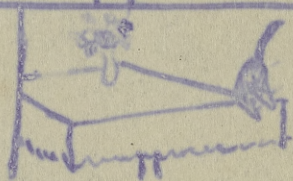
cat

rat

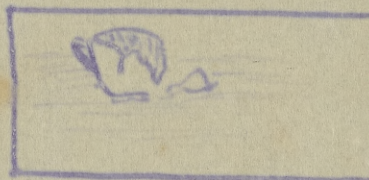
O, O! my cat!



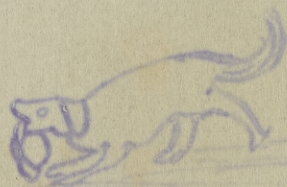
O, a rat!



O, my ☺



O, my ☺! my ☺!



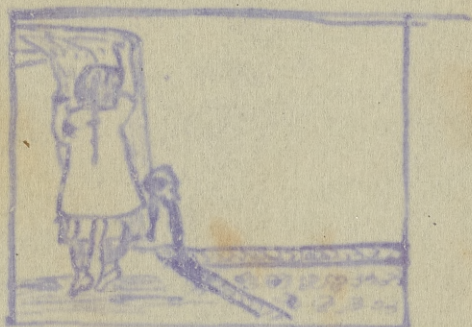
Lesson VI

Spell


mat

cat

rat




O, my mat! my mat!

a 

a cat


my mat

a rat

a 

a mat

a rat

my 

Lesson VII

Sight-word

on

Spell

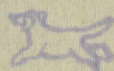
mat

a



on

a



cat

O, a



on

my

cat!

rat



a cat on my mat

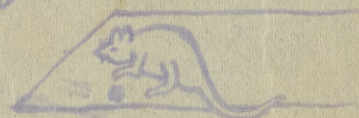
a



on

my

mat



a rat on my mat

Lesson VIII


Spell

hat

a hat

a 

mat

my 


my hat

rat

a rat

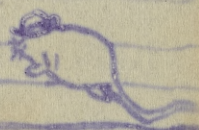
my mat


cat

my hat on my 




a hat on a rat



a cat on my 



O, a cat! O, on my !

Lesson IXSight word

the

spell

mat

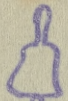
a hat on the mat

rat

a rat on the mat

hat

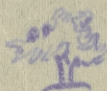
my cat on the mat

catmy  on the mat

the



on a



Lesson XSight-words

on

my

the

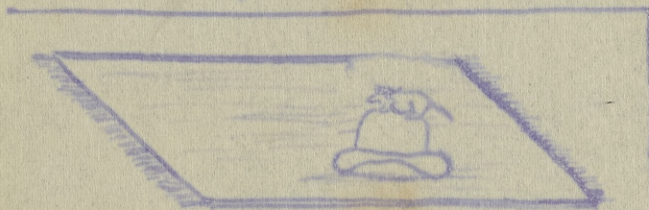
Spell

rat

mat

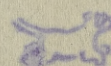
hat

cat



a rat on my hat

the hat on my mat

a cat on the a  on the mat

Lesson XI

Spell

fat

cat

hat

rat

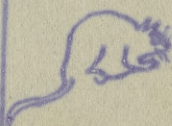
mat

a fat cat

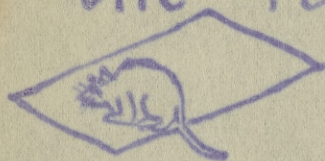
a fat rat

a fat

a fat



the fat rat on my mat




the fat cat on my hat


Lesson XII

Sight word

and

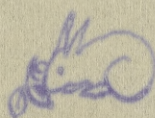
a cat and a 

spell


my hat and my 

mat

fat

the  and a rat

hat



my mat and a 

rat



cat

O, O!

a fat  on the 

a



on the



Lesson XIII

Name the letters

a	A
c	C
f	
h	
i	I
m	M
r	R
s	S
t	T



I and my cat

My cat and I

spell

hat

fat

mat

rat

cat

A rat and a cat

Rat, O rat! a cat!

My, O my! a fat

sign

My, my




Lesson XIV

spell

sat


I sat on the mat.

rat


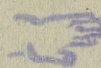

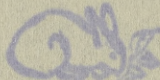
I sat on a 

mat

hat

I sat on my .

fat

catA  sat on my .O, O! a  sat on my hat!A fat rat and a 

A cat and a



Lesson XVSpellSight

fat

The

The fat rat

sat

the

sat on the mat.

hat

My

mat

my

My cat sat on

rat

on

cat

and

my hat.

A cat, and a rat, and I



A and a



Lesson XVIsight

Is the cat fat?

Is }

Is }

The cat is fat.

spell

cat

Is my hat on the mat?

hat

fat

My hat is on the




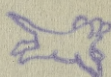
mat

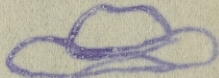
sat

O, I sat on my hat!

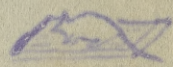
rat

Is a rat on the mat?


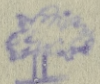

A rat is on the .and a  is on the mat.

Lesson XVIISightIs it a hat? 

it	}	It is, and it is my
It		
is	}	hat.
Is		

Is it a rat? 

Is it	}	O, it is! It is a
It is		
is it		
fat rat, and it sat		
on the mat!		

Is it a  on the ?It is a 

Lesson XVIIISpell

Nat

cat

fat

hat

mat

rat

sat

Is it Nat?

It is Nat.

Nat and my cat.

My hat is on Nat.

O Nat, it is my hat!

Nat and I sat on

a fat




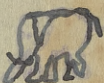
Is the rat fat?



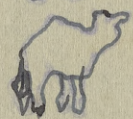
Lesson XIXSpellName at sight:

sat	on	it	the	and
rat	is	my	Is	The
Nat	My	It		

mat	I	sat	on	a	
-----	---	-----	----	---	---

fat	Nat	sat	on	the	
-----	-----	-----	----	-----	---

hat	The		is	fat.
-----	-----	---	----	------

cat	Is	the		fat?
-----	----	-----	--	------

Nat	and	I
-----	-----	---

O,	it	is	my	hat!
----	----	----	----	------



O	Nat,	the	hen	sat	on	my
hat!						

Lesson XX

Letters to be known by now, and
recognized anywhere:

a c f h i m n o p r

A C F H I M N O P R

s t
S T



spell

pat

cat

Nat

sat

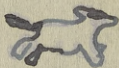
hat

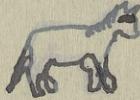
rat

fat

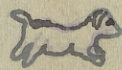
mat

I pat my cat.

I pat my 

I pat my 

O Nat, pat my

fat cat, and pat my 

Lesson XXISpell

Nat

pat

sat



rat

mat

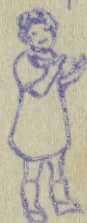
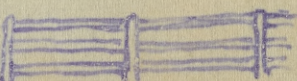
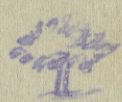
hat

fat

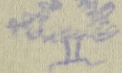
cat

I pat my I pat my , pat,

pat, pat.

Nat and I on a A cat, and a mat, and
a hat, on the 

Is the rat on

the  ?

Lesson XXII

SpellSight-word:

see

I see a cat.

fat

sat

pat

mat

Nat

rat


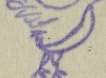




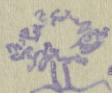
hat

cat

Nat, see it.

It is my cat.

See the rat on the mat!

See Nat pat the .I see a fat .Is it my ? It is.My  sat on my hat.The  and the  andthe  sat on a .

Lesson XXIII

Letters to be perfectly recognized:—

a A, b B, c C, f F, h H, i I,
m M, n N, o O, p P, r R, s S, t T.

Spell

bat

Is it a bat?



sat

It is a bat

fat

Is it a bat?



mat

It is a bat.

hat

A bat on the



rat

A bat and a



Nat

O Nat, bat the

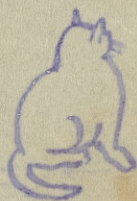


pat
cat

Lesson XXIVSpell

pat

See the cat.



sat

Pat it, Nat.

hat

cat


O, see a rat on the bat!

bat

fat

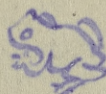

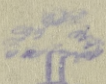
The bat is on

mat

a , and see,

Nat

a rat is on it!

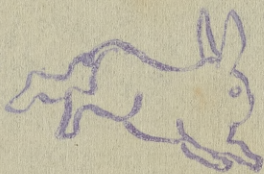
ratA fat  sat on myhat. See, Nat, it is a Is it a bat on the ?

Lesson XXVReview spelling on p. 23.New
spelling

so

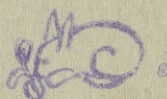
no

Is it a cat?

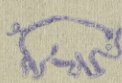


No, no!


Is it a rat? O no!

Is it a bat? No, it is
no bat, it is a .

O, so it is!

My  is so fat!

See, Nat, see!

Nat sat on the , so
I sat on the mat.

Lesson XXVI

Spell

no

Review also spelling
on p. 24.SoTell the child the 's words
as he comes to them, then let
him read them without help.

Is it my bat?

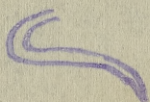
No, no, it is Nat's bat.

Is it Nat's mat?

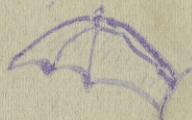
No, it is my cat's mat.

So it is! I see the cat
on it.

A rat's



A bat's



Lesson XXVIISpell

at

bat

cat

fat

hat

mat

Nat

pat

rat

sat

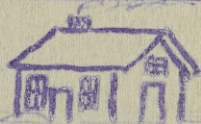
at

(After the child has spelled down this column, call his attention to the fact that every word ends in at.

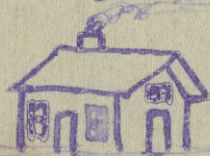
Cover the initial letters with a rule, and show him how it reads, "at, at, at, at," etc. Uncover the initials, one at a time, and let him pronounce; thus "at, - now it's bat!" "at, - now it's cat!"

Also spell "a, t, at, - now [revealing the initial] it's b, a, t, bat!" Make a play of it.)



Nat is at my



At Nat's



is

a , and Nat and I see a bat on the 

Lesson XXVIII

Repeat for a very short time the play with the at words. Call them "the at words" in speaking of them.

But stop very soon, before the child nears his limit of attention, and show him how "all the at words end 't-t-t'" (giving the phonic t). Read the column down, stressing the t sound; "bat! cat," etc.

Tell him, "That's what t always says. Whenever we see t, we know we are to say t-t-t" [phonic].

Let him try to give the sound. He will probably be unable to get a pure phonic t, and will say tuh, or tt. You can show him how to place his tongue; but be sure not to urge it beyond his interest.

Say, "I want to show you now another letter that always says the same thing, - that's n." (Give the phonic n). "Whenever we see n we know we are to say n-n-n" [phonic].

Make it quite a treat that now he is to learn some n words.
(Next page)

Lesson XXVIII, continued.Spell

c a n

m a n



See the fat man!

My cat can see the man.

Can the man see the cat?

The man's hat is on the
ma t.

Lesson XXIX

spell

man

so

can

no



A cat and a can

It is the man's cat

Is it the man's can?

No, it is my can.

O man, see the cat at
my can!

Can the man see it?

No, the can is at my
and I see the man is at Nat's.

Lesson XXX

31

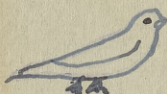
Spell

See Nan.

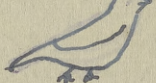
Nan

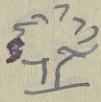

O, see Nan

can

and the 

man

Is it Nan's ?

No, it sat on the , and
Nan is at the .

Can Nan pat it? O, no!

Can the fat man pat it?

No, no! O, it can see
the man's cat! see it!

See it!




Lesson XXXISpell

can | go

Nan | no

man | so

(9, both small and capital, must be securely known before this point)


See the  go!

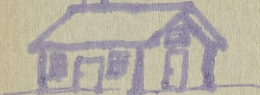
See the bat go!

See the fat man go!

O, the man can go!



Nan and Nat and I can go and see the .

Is it at Nan's  ?

O no. It is at a man's.

Lesson XXXII

Spell

New Sight-word: - in In

man

Nan


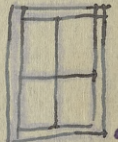
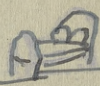
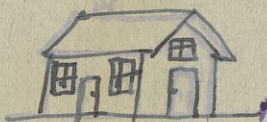
can




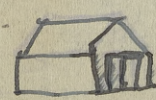
so

go

no

Nan is in the and I am at the Nan is in my at my 

In the fat man's 
is a bat.

Nan, go see the bat, in
the man's ,

Lesson XXXIII

Spell

fan

can

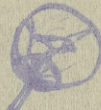
man

Nan

no

so

go

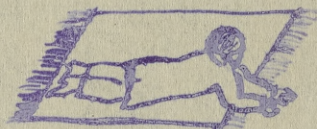
O, see my fan! 

Nan, see my fan!

I can fan Nan's cat.

I fan Nan's cat, and
the fat man can pat it.

A man on a mat



A fan in a can



Lesson XXXIV

Spell

can

fan

Nan

man

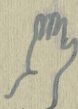
go

so

no



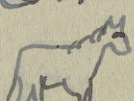
I can fan the fat man

Is the fan in my ?

No, it is in the man's.

Q so it is

See the man's mat, Nan

Nan and Nat go and pat
Nat's .

Spell.

Lesson XXXV

man	Can Nan fan the man?
-----	----------------------

can	Nan can fan the man,
-----	----------------------

Nan	and so can Nat.
-----	-----------------

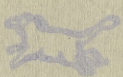
fan	Can the man fan Nan?
-----	----------------------

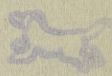
go	The man can fan
----	-----------------

so	Nan and Nat.
----	--------------

no	
----	--

Can Nan fan the cat?

Nan can fan the cat, and
the .

Can the cat and the 
fan Nan?

O my, no! See!



Lesson XXXVII

Spell


pan

man

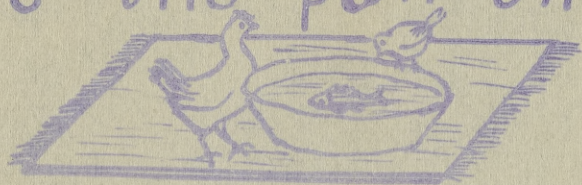


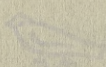
can

fan

Nan

See the pan on
the Nan's fan is in the
pan, and a man's
hat is in the pan.

See the pan on the mat.

A  is at the pan.A  is in the pan.A  is on the pan.

Lesson XXXVIISpell

fan

pan

man

Nan

can



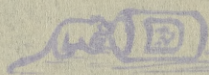
O, see Nan in a pan!

Nat, go and see Nan
in the pan!

See the pan on Nan!

Nan in a pan, and a pan
on Nan!

A rat at a can



A fan in a can



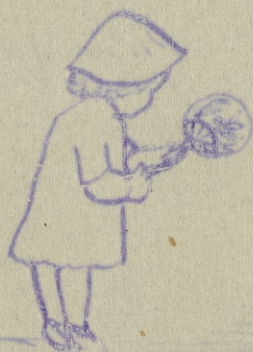
Lesson XXXVIIISpell

can

fan


man


Nan


pan

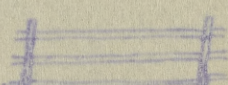
Can Nan fan the rat?


O no! see the rat go!

Nan can fan my' cat, and
a man, and a , and Nat.

Nat's bat is on a pan. 



A fat  sat in my hat.

It is a mat on the 

O, so it is! 

Lesson XXXIXSpell

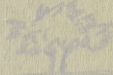
ran

A  ran at the 

fan


The  ran.

man

See, it is in the .

can

Nan

Nan, see the !

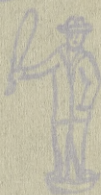
pan

So Nan ran.


O Nat, see!

So Nat ran.

A man in a pan!



See the man's bat.

The man can bat a .

Lesson XL

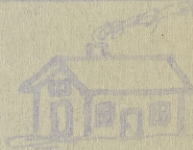
spell

Sight-word
to

fan

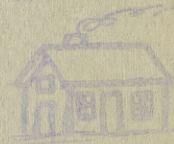
ran

I ran to Nan's



pan



Nat ran to my



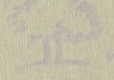
Nan

Nat and Nan ran to

man


see the  and the 

can

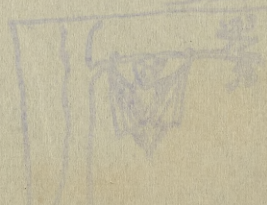
ran to a 

Can I go to see the man
in a pan?

Is it the fat man? O no!

Is it a fan on the ?


O no, it is a bat.



Lesson XLII

Spell


tan

See the tan on my 

can

and I can see tan on

fan

Nan's .

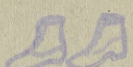
man

Nat's hat is tan, and

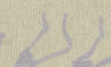
Nan


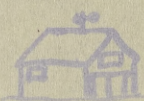
so is Nan's, and see

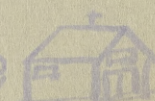
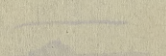
pan

my tan .

ran

My  go pat, pat, pat.

I go to see Nan, and Nan
and Nat and I go to see a
fat  at a man's .

A rat sat in the , and
ran to a .

Lesson XLII

Spell

can

tan

fan

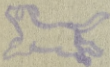
pan

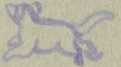
Nan

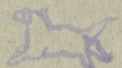
A tan dog on Nan's

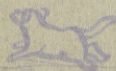
A man can fan a
cat. Can a cat
fan a man?

Nat can pat a
ran pan. Can a pan
man pat Nat?

A  ran to Nan, and

Nan ran to the .

It is a
tan .



Lesson XLIII

Spell

Da n

Na n

can

fa n

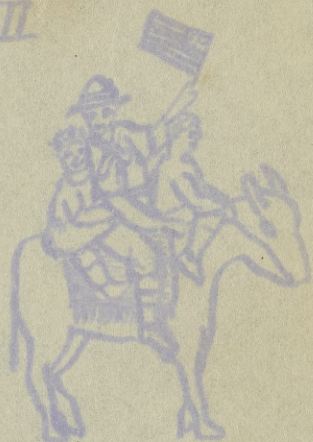
man


pa n

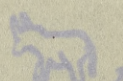
ra n


ta n

D a n



See Dan and Nat
and Nan on the .

It is Dan's ,
and Nan and Nat
and Dan sat on it.

Is it a mat on the  ?

It is. It is my mat.

It is a tan mat.

Lesson XLIV

Spell

go

so

no

can

Dan

tan

man


ran

fan




pan

Nan

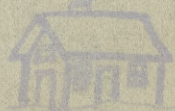
See Dan and Nat.

Dan pats the .

Can Nat pat it?

Dan can bat a ,
and so can Nat.A hat is on Dan's ,
and no hat on Nat's.Nan and I can go to
see the .

It is at Dan's



Spell

van

can

Dan

fan

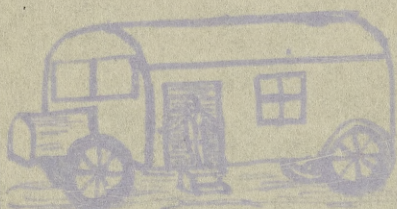
man

Nan

pan

ran

tan



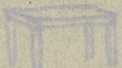
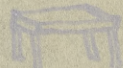
A van

A man is in the van.

O, can Nan, and
Dan, and I go to
see the van?

sight-word: we, We



O, we can! and
we can go in!

See, a  is in the
van, and on the  is
a fat cat, and a pan,
and a fan, and the
man's tan hat, and a
mat.



Lesson XLVI

Spell



an

an  and a 

van

a  and an 

can

an  and an 

Dan

Here call the child's attention to the fact that all the words in this column

Nan

contain an. Cover the initial letters, and read down, "an, an, an, an", etc.

pan

Repeat the same play

man

as on p. 27, — "an, — now it's van!" (both pronouncing

tan

and spelling). Turn back to p. 27, and let

ran

him repeat the play with the "at" words.

tan

Lesson XLVII

Begin again the play with the an words; but almost at once cover all but the last letter, and show the child how he can read the column down, "n-n, n-n," etc. (the n sound, not the letter); then uncover the a, and let him read down, "an, an, an," etc.; then the whole column, an, van, etc.

Then tell him he has seen how t always says "t" and n always "n-n." "Now here's another letter that always makes the same sound, and you can make a lot of new words with it. That's d, — it says "d-d" (give the sound, and let him give it). So it makes the ad words. See!"

Turn to next page, cover all but the d, and have the child sound it down the three words, then cover

Lesson XLVII continued

the first letters, and let him read down, "ad, ad, ad," etc.

Then let him see if he can by himself spell and pronounce down the column. If he cannot, tell him at once; do not let him get bothered and make errors.

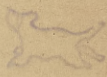
spell

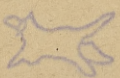
bad

dad

had



O, see the bad 

The bad  ran at

Dan's dad!

Lesson XLVIII

spell

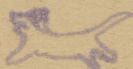
New sight-word:-

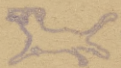
Was was


had


bad


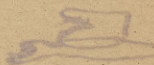
dad


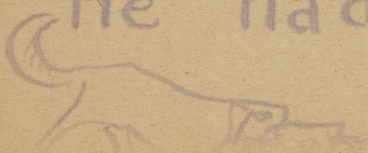
Was Dan's dad bad
to the  ?

O no! The  was bad

Was it Dan's  ?

No, no. It was a  the
man in the van had.

The bad  had my
dad's hat. See it! 

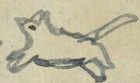
He had Nan's 


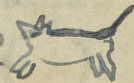
Lesson ~~XLVIII~~

Spell New sight-words
Was was

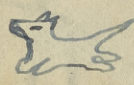
had

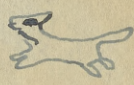
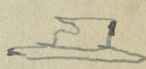
bad


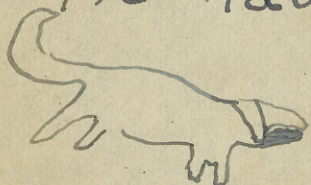
dad to the  ?

O no! The  was bad

Was it Dan's  ?

No, no. It was a  the
man in the van had.

The bad  had my
dad's hat. See it! 

He had Nan's 


Lesson XLIXSpell

dad

I was at Dan's



had


and Dan had a

bad

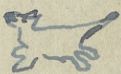
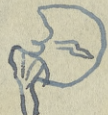
bat. See it!



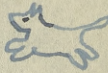
bad

An had a ~~w~~ on it!

Dan's bat is bad so is
Dan bad? O, no!

See Nan's fan! The bad,
bad  had it! 

Nan's fan is bad. Is Nan
bad? O, no, no!

My dad's hat is bad,
the hat the bad  had.
Is my dad bad? No, O no!

Spell

sad

pad

lad

had

bad

dad



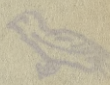
O, see the bad lads!

It is sad to see lads

so bad.


Is it Dan and Nat?


O no, no!

A bad cat had my 
so I was sad; and so
was Nan sad to see it!



Lesson III.
Repeat spelling, p. 53
Sight word: are
Are


See, Nan and I are
so sad! See my 

The bad cat ran, so
we had the 

Nat and Dan are lads

Is Nan a lad? O, no!

Are my dad and Nat's
dad and Dan's dad lads?

No. My dad was a lad,
and had a bat and a 

So was Dan's dad a lad,
and Nat's and Nan's.

Lesson LIII

Turn again to the spelling column, p. 53, and covering all but the last letters, see if the child can "run up and down the ladder," sounding the d only. (Always be careful to have the pure, phonic letter, — not anything like "ēd" or "dū")

Then, exposing the last two letters, let him "run up and down the ladder," spelling and pronouncing ad. If he does not seem to need much practice it would be well to go up the column, spelling, and come down it pronouncing only. Do not hesitate to use the words "pronounce" and "spell" and accustom him to understand them.

Lesson III continued

Then play for a few minutes the "game" of uncovering the first letter - "ad now it's sad" etc Do this both spelling and pronouncing.



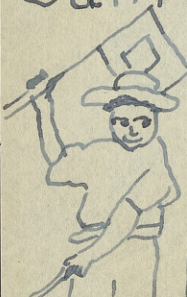

If the child is interested in this, and in turning back and repeating it with the at and an words, let him do so as long as he likes, and postpone the rest of this. But if not, when he has once done it perfectly with the ad words, tell him "Now we will try another kind of words. They all end m-m-m like a big bee humming. Do you know what ~~that~~ letter makes that sound?"

Possibly he will. If not, try suggesting by saying

Lesson LIII continued.

man and mat, slowly, but if he does not readily get it, tell him: "It is m that always says m-m-m. So now we can have the am words. See! in this ladder [below] all the words end in "a-m-am."

Let him go over them and see, spelling down the column, "a-m-am, a-m-am, etc. (initial letters covered). Then let him try by himself to spell the full words, but tell him at once, what the word is, if he has trouble.

Spell		
am		I am Nan.
ham		I am Nat.
jam		
Sam		
	I am Dan.	
		I am Sam's cat.


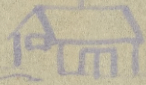
Sam had ham and jam in a pan.

[Tell the child the sight-word of, below, when he comes to it.]


58


Lesson I. IV

(Repeat spelling)

I am an 
at the 

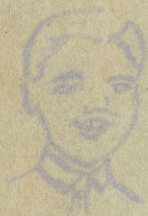


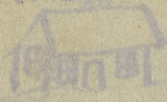

Sam had a .

In the  was a ham
and a pan of jam.

Is Sam a sad lad?

No! See Sam.



Sam was sad
at my . A  was
on the mat, and Sam
sat on it.

Lesson LV

spell

dam

ram

tam

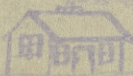
jam

ham

Sam

am




Sam's  is at
the dam.

Sam's dad had a ram.

The ram ran to the dam.

The ram was on the dam.

Nan had a tam.

The tam was on Nan's .

See Nan and the tam.



spell

Lesson LVI

ya m

ta m

ha m

ja m


ra m


sa m

da m

am



A ya m is in the .

A ha m is in the ,
da m and ja m in a can.

am It is Nat's ja m.

Is it Nat's ya m?

No, the ya m is Dan's, and
the ha m is Sam's.

Is it a ta m on Dan?

No, no, it is a ha t.

The ta m was on Nan.

Lesson LVII

Let the child review the spelling column on page 60, sounding the final m's down, then the am, then the whole word, as with the earlier combinations (see pages 28, 47, 55),—taking care never to urge this phonic drill beyond his interest and ready understanding.

Then tell him he may have a new kind of words now; words with p at the end. "See if you can tell what p says." He may possibly be able, especially if you aid by spelling pat and pan, with emphasis on the p. If not, tell him the phonic p sound, and have him repeat it,—being careful not to let him say pit. You can show him the position of the lips.

Then let him sound it down.

Lesson LVII, continued.

the column below; then spell down, first a, p, ap, a, p, ap, etc., then the full words.

Spell

cap

map


nap

rap

sap




See Sam's cap.

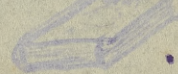
Sam's  is at the cap.

It is a tan cap.

I had a nap.

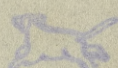
I had my nap on the mat.


The fat man sat in a , and had a nap.

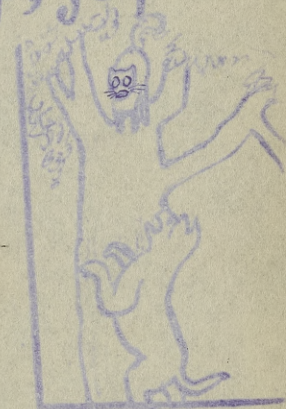
I see a map in a .

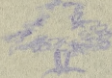
It is my dad's map.

Lesson LVIIIspell

yap A  ran at my cat.
 tap It was "Yap, yap, yap!" and
 sap "F.f, f.f, f.f!" "Yap, yap!"
 rap "F.f, f.f!"



rap In a  is sap.
 pap Can we see
 nap the sap?



map We can tap a  and
 lap see the sap.

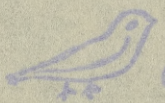
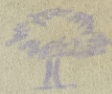
gap I sat on my dad's
 cap lap, and I had a fan
 in my lap.

I am on Dan's lap.

Lesson LIXspellmap O, a rap at the  !rap Is Nan at the  ?

sap Nat ran to see, and

gap in ran Nan.

tap "O Nat, Nat, a  onyap the  ! O, see it go

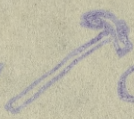
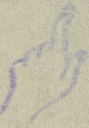

pap rap-rap, rap-rap, rap-rap!

nap So Nat ran

lap to see it rap.

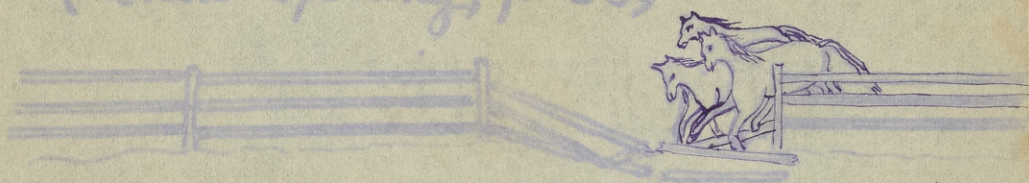
cap

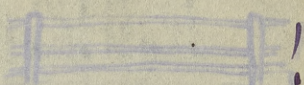


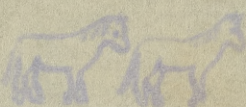
My  can tap
 on a T, and my  can
 tap on the .

Lesson LX

(Review spelling, p 63)



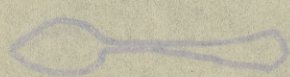
O, a gap in the !
It is a bad gap.

The  ran to the gap.

Sight word:— baby

Nan had jam, and
baby had pap.

The baby sat in dad's
lap, and had pap.

See, baby, see the pap,
in a !

Lesson LIX

In the next group of words, those in ag, a difficulty arises, from our practice of naming g from its soft sound (i.e., "jee"), while its usual phonic value is the hard sound, the true, original sound, as in get. Now and then we find a pupil who cannot master the ag spelling till he is allowed to name the letter in accordance with its sound, "jee", - with the g hard. For most pupils, it is better not to call attention to the difficulty, but to say simply that now we have come to the ag words, and covering the initial letters, spell for him down the column on the next page, "a, g, ag; a, g, ag;"

Lesson LXI, continued.

then have him do the same.
 Then let him try to spell
 and pronounce the complete
 words unaided; but tell him
 at once, if he has trouble.

Spell

bag

nag

rag

sag

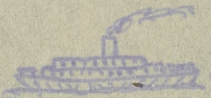
tag

wag

Dan's bag had a tag.

See the tag on the bag.

The bag is to go on

a , so Dan had

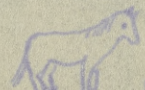
a tag on it.





Is a nag a man?

O no!

Is a nag a baby? No, no, no!

A nag is a .

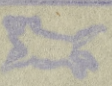

Lesson LXII(Repeat spelling, p. 67)

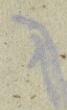
A rag on Nat's 
 The  had a bad rap,
 so Nat had the rag on it.


See baby and the rag!



Sight-word:- his

A  can wag his .

Can a nag wag his ?

Nat can wag the rag on his .

Dan ran to his dad. "O dad,
 a gap in the dam!" So his
 dad ran to the dam.

Lesson LXIII

(Better not call attention to the phonic values in the following spelling, since the final s has the z sound, and the long e will be considered later. If the child notices the z sound of the s, tell him that we do pronounce s that way sometimes, but not at the beginning of words.)

Spell

has

Sam has a bag.

as

He has a tag on the bag.



he

O, see Sam's bag!

be

It is as bad as a

me

bag can be! A van ran

we

on it.

(continued, p. 70)



Lesson LXIII, continued.


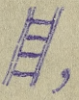
Dan has a nag.

It is as fat as a nag
can be.

See the lad on the dam.


Can it be Nat? No, it
is Sam. He has a cap on,
and Nat has a hat.

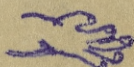
See me on the . I am
a lad on a !

See me, dad! See
the , and the ,
and me!



Lesson. LXIV(Repeat spelling, page 67)

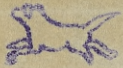

See the fat man
sag in his .


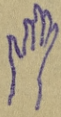
See his  sag.

He had a nap.

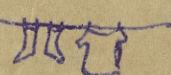
See the rag and the tag
on his lap.

Sam had his bag on his nag.

See my  wag his .

He can yap at
me, and tap
his  on my .



See Nan's  sag.

Lesson LXV

(Repeat spelling, p. 69)

Sight-word :— play.


We play tag, Nat and I.

I can tag Nat, and he
can tag me.



We ran to Dan's to play,
and he was at the dam,
so we ran to the dam, to
play on the dam.



Dan, bat the  to me!

See me bat it to Nat.

So we play and play.

Lesson LXVISpell

by

be

My nag is by me.

my

me

Sam has my map.

as


we

has

he

By and by we can

go and play by the dam.

The man in the  is fat.

He is as fat as he can be.

He has a rag and a tag
in his lap.

A cat and a can.

The cat is by the can.

A rat ran by
a fat ram.

Lesson LXVII

(In the columns of spelling on the following page, there is danger that the child may confuse the final b with p, — not only because of the similarity of the letters to the eye, but because the position and movement of the lips in giving the two sounds is similar. So it is better to avoid giving the phonic value of the b alone, and to go down the column yourself, repeating the "a, b, ab," before asking him to do it.

Then let him see if he can spell and pronounce the words, down the column, and show him how, if he cannot.

The b sound can be learned later.)

Lesson LXVIIIspell

Mab

Rab

Tab

nab

dab

cab

jab

Is Mab a man? No.


Is Mab a lad? No.

Mab is the baby.




Is Rab a rat? No.

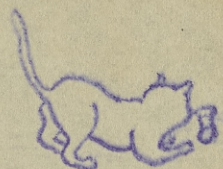
Is Rab a ram? No.

Rab is my .



Is Tab a baby? No.

Is Tab an ? No.

Tab is my cat.

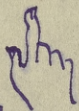




Is Rab bad to Tab?

O no! See Tab daba 
 at Rab in play, and see Rab
 wag his  and dab at Tab.



Lesson LXIX

(Repeat spelling, p. 75)

O, I had a jab
in my !


The  had 
to jab me!



Nat had a sad jab in
his . A  was on the mat.

Sam and I go in a cab.
Can Tab go in the cab?

O, Rab is Tab's cab. See,
Mab, see Tab on Rab!


Tab can go
on Rab to the 



Lesson LXX

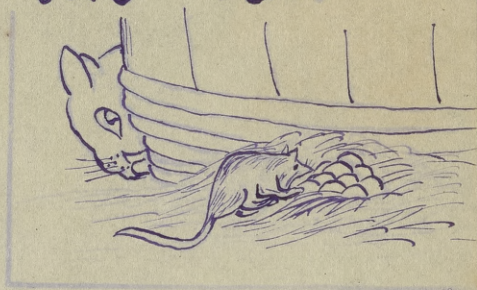
(Repeat spelling, p. 75)

Sight-word: — says

Sam says, "I can nab the 
on my jam."

Nat says, "O, see the bad
rat go to nab an O, and
see Tab nab the rat!"


Sam says,
"Go it, Tab!
nab the rat!"



Mab says, "Dad, dad, dad,
dad!" and "Pap, pap, pap!
baby! pap!"

In the following spelling reviews, give as much phonic drill as the child can readily take. The final b should not trouble him now. A few children at this stage can learn to spell by pure phonics, and enjoy it.

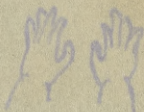
SpellLesson LXXI

at an Rab ran at an 

cat can Tab ran at a rat.

fat fan Mab pats on a pan.

mat man We sat in a van.

Nat Nan Tan on Mab's 


pat pan

rat ran I fan a fat baby.

vat van Dan's hat is tan.

hat Dan A van is by the vat.

bat tan

I can jab a 
sat in to the jam.

Lesson ~~LXXII~~

spell

ba d am

I am Sam.



dad dam

I am a lad.

had ham

A ram ran at me.

sad Sam


He was a bad ram.

mad ram

pad tam


Sam has a pad.

lad jam

A  by a dam.

yam

A lad had a bad dad. O,
it was so sad!

On a  are hams, and
yams, and jam.

I had a tam and a hat.

Lesson LXXIIIspell

c a p

b a g

See the nag lag.

g a p

w a g

See Mab lag.

l a p

l a g



m a p

j a g

A nag has a nap.

n a p

n a g




A jag in a tag

r a p

r a g

s a p

s a g

A gap in a 

t a p

t a g

We play tag.

y a p

Sam taps me,

and says, "Tag!"

A



has sap in it, and

a





has sap in it.

Lesson LXXIVspell

Mab	so	be	by
Rab	no	me	my
Tab	go	he	
nab		we	
dab	as		
cab	has		
jab			



I am at a . I see
 an , and in it is
 a baby in a lad's lap.
 Can it be Mab? The lad
 has a cap, and he is fat.

To the Teacher:—

If daily lessons have been given, the foregoing 74 lessons should have taken about three months for the average child. Besides the hasty review in Lessons LXXI—LXXIV, he will need to turn back, and review the whole, with reference to smooth reading and to memory spelling. It should not take more than a month.

Let him begin by spelling, first visually, then by memory, the at words on p. 10; then run over the reading exercises on the first ten pages.

For the lessons thereafter, I should suggest that he take pages 11-15 for his second lesson; and thereafter about three pages to a lesson,—prefacing each with the spelling on the last of the three pages.

No page should be passed till it has been read with entire accuracy.